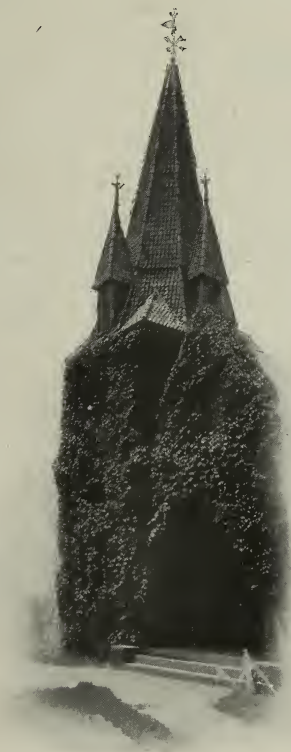


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WASHINGTON, D. C., JUNE, 1910

Number 3

Important Questions for the Student, and Where Answered

When a student plans to enter on a college course or to make full preparation for a profession, whether that of teaching, theology, medicine, law, business, or for industrial leadership, the first question should be, which is the best modern University available where, at moderate cost, with up-to-date equipment, and with broadening and inspiring association with a congenial body of students, I can make preparation for my life work?

Which institution has laboratories that will give the best facilities in grounding a man in the modern sciences? Which institution is located in a city that is able to command the largest body of scientific and professional men who shall largely determine the efficiency of instruction in the modern professional school?

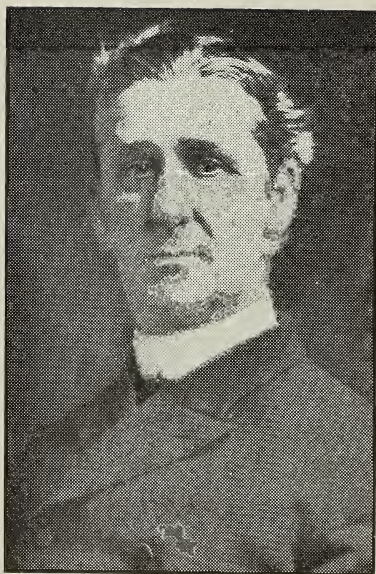
Which has the best library facilities, bringing a man into touch constantly with the latest literature of the world through journals



The Carnegie Library



Interior Views—Carnegie Library



WILBUR PATTERSON THIRKIELD
President Howard University

and magazines and recent book publications, covering the whole field of college work and that of the several professions?

If in preparation for a profession, a serious question is, Shall I make my preparation in a university that takes rank among the best, so in addition to faculty instruction, laboratory and other facilities, I may come in touch with a body of students, bringing me into relation to the nation and to the world through fellow students whom I shall there meet and with whom I shall form life-associations?

Which institution offers courses, correlated to the requirements in the several professional schools, so that in my college course a year

can be saved in completing my professional preparation? If in Medicine, which institution will give me the best clinical facilities in a thoroughly equipped modern hospital? As the efficiency of scientific work today is shaped and determined by laboratory work, this last question is of prime importance, for the modern hospital is the laboratory for the medical student. Again, which medical institution, most available, maintains high standing in the American Association of Medical Colleges, or is recognized by the Board of Regents of the State of New York, thus giving a graduate the prestige that will open the way to practice in any state in the Union? If in preparation for a legal career, the question is, which school has a competent faculty, building, well-equipped library, and a location in touch with the leading courts of the nation?

Before determining upon a course in college or for the professions, let the student examine carefully the catalogue of Howard University, where he will find answers to the questions here offered.

Location

The location of Howard University is strategic. It is in the Capital of the Nation. The campus of twenty acres comprises the highest elevation in the northwest section, which is the most attractive portion of the city. The Reservoir Lake, a beautiful sheet of water, borders the campus on the east. The grounds of the National Soldiers' Home furnish a charming park at the northeast. Immediately adjoining the campus on the south are the new Freedmen's Hospital buildings, erected on a wooded



New Science Hall

tract of eleven acres, leased by the University to the Government. Beautiful shade trees adorn the campus and the long avenues suggest the traditional walks and academic groves which add so much to historic institutions of learning. Seventh Street (Georgia Avenue), one of the principal thoroughfares of the District, is at the foot of Howard Place, on the west. A new quadrangle to be known as the "South Quadrangle" is being formed that will front on the proposed extension of Vermont Avenue through the campus to the extensive parks and Reservoir Lake. From the University Hill the Capitol, Congressional Library, the Washington Monument and the Potomac River are in clear view.

Considering its elevated situation, with its extensive grounds, right in the city of Washington, and the attractive environment of its campus, the site of Howard University is probably surpassed by few institutions of learning in America.

Washington a University City

To the students of Howard University the museums and libraries supported by the general government of the United States, together with similar institutions belonging to the City of Washington, present advantages unsurpassed by those of any other city in the land, if not in the entire world. The Library of Congress, with its immense and constantly increasing collection of books; the Smithsonian Institute and National Museum, with their innumerable specimens of all kinds gathered from all parts of the earth; the Bureau of Education, with its extensive library; the Bureau of Fisheries with its aquaria; the Botanical Garden, with numerous greenhouses well stocked with living plants, the Army Medical Museum, containing extensive collections and the largest medical library in the world; the Naval Observatory, with its unexcelled equipment for astronomical work—all these and many others are easily reached and may be freely visited. By authority of Congress all governmental collections, together with facilities for research and illustrations are made accessible to students of the institutions of higher learning in the District of Columbia.

Washington is essentially a city of government institutions, and the great corps of scientific workers brought together for the administration of the numerous bureaus makes of it the great scientific as well as the great political center of the Nation. Familiarity, through daily observation, with the workings of Congress, the Supreme Court, etc., affords privileges which can not be found elsewhere, while public lectures, concerts, and the presence of other universities offer to students opportunities for the most generous culture, whether literary, scientific, æsthetic, or industrial. Washington has well been called a university in itself. To live in such an atmosphere is a liberal education to an eager, receptive mind.

Buildings and Grounds

The University buildings are modern structures of brick, and are all located on the main campus with the exception of the Medical School building, which adjoins the hospital grounds on the south, and the Law School building, which is on Judiciary Square. They are heated by steam and lighted by electricity. They are in charge of a superintendent of buildings and grounds and a competent engineer, with several assistants. Pains are taken to keep the buildings always in sanitary condition, and the healthfulness of the campus and surroundings is attested by the fact that no disease has ever become epidemic in the institution, and there has never been on the grounds a death from typhoid.



Class of 1910—College of Arts and Sciences



Class in Biology

The New Science Hall

A new era in the history of the University was ushered in with the laying of the cornerstone of the new Science Hall. This impressive ceremony took place on November 23d, with representative addresses on scientific subjects by men of international reputation. The design of the building is imposing, combining beauty and symmetry of form with the most modern ideas of equipment and general arrangement of the various scientific departments. The walls are of brick, with terra cotta and stone trimmings. The interior construction is of steel and reinforced concrete. The roof is of metal, with ornamental trimmings.

The building, representing an outlay of \$80,000, is 60 by 120 feet, and consists of three stories and a basement level with the street. The basement includes a pond and animal room, skeleton-room, biological and electrical engineering laboratories, private laboratories and work shops, besides rooms for a storage battery, acids, and general storage.

The first floor is entirely devoted to biology, the second to physics. On the third floor, which is set aside for chemistry, is a large, well-lighted auditorium, seating about 225 students, available for class work and scientific lectures.

Funds approximating \$10,000 are already available to supply the necessary equipment for this extension of the work in the different scientific departments. Much of the equipment is already on hand, and the balance will be in place before the opening of the next scholastic year. The building is rapidly nearing completion, and will be ready for occupancy by May, 1910.

The Carnegie Library

The Carnegie Library, which fronts on the north quadrangle of the campus, is one hundred feet long and thirty-five feet deep, not including the projection of the stack room. The design of the building is classic. In this respect the architect has taken his note from the Federal architecture of Washington. It is designed along the lines of the Italian Renaissance. By the use of bricks and their diversified arrangement, it has been given an academic appearance, yet has retained its dignity by the use of straightforward architectural lines. Free standing columns and antae supporting a pediment mark the main entrance, and are further made an integral feature of the design by use of pilasters on the rest of the walls.

The library is capable of holding from sixty to seventy thousand books. Two-thirds of these will eventually be placed in the stack, which is in four tiers, made entirely of steel and glass, with movable shelves. This portion of the building is fireproof and is cut off from the rest of the building.

It is possible that the most successful feature of the Library is the way in which the whole interior has been opened up and thrown together. This is most particular true of the first floor, for here the two reading-rooms open widely off the circulating-room. This enables the building to count in its entire length from wall to wall. This feeling of light, space and ventilation is still further emphasized by an open gallery running around the second floor. On this floor are the special reading-room of the School of Medicine, a Board Room, the offices of the President of the University, and two seminar rooms. On the ground floor is an Assembly Room, with open chairs seating three hundred, and an excellent newspaper room. The wood-work is stained so as to give a dark brown weathered oak effect. The whole finish of the interior is quiet, almost in monotonies, in order to set off the pictures, casts, and, most particularly, books, without detracting attention from them. Next to the noble stone pillars at the entrance are two electric globes on bronze standards, the gift of the Council of Upper Classmen. Besides a number of classic reproductions in carbon photos and casts, there hang on the walls Mr. C. T. Webber's celebrated painting, "The Underground Railway," and the large canvas of "The First Landing of the Pilgrims", the gift of Mrs. Elphongo Youngs.

The College of Arts and Sciences

The College of Arts and Sciences is the department of the University specifically devoted to the pursuit of liberal studies. In facilities and appliances of instruction, in extent and variety of its courses, and in thoroughness and efficiency of teaching, this department is keeping abreast of the approved standards in the collegiate world.

The training in the higher academic and liberal studies in this college ranks with that given in leading New England institutions.

There are two hundred and twenty-five students in the School of Liberal Arts, about a hundred and fifty being in the College of Arts and Sciences. They come from all parts of the world and are keen, alert ambitious and aspiring youth actuated by college enthusiasm and *esprit de corps*. There is stimulus in such association. Steel rubbed against steel makes steel sharper.

The courses of study have recently been revised with a view (1) to closer harmony with the standards and methods of the most progressive American colleges, (2) to articulation with approved secondary schools, and (3) to shortening professional



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Birds-Eye View of Grounds and

Faculty—College of Arts and Sciences

- WILBUR P. THIRKIELD, D. D., LL. D., President.
 KELLY MILLER, A. M., Dean and Professor of Mathematics.
 LEWIS B. MOORE, A. M., Ph. D., Professor of Philosophy.
 CHARLES C. COOK, B. L., LL. B., Professor of English Language and Literature.
 GEORGE O. LITTLE, A. M., D. D., Professor of Greek.
 WILLIAM V. TUNNELL, A. M., S. T. B., Professor of History.
 GEORGE M. LIGHTFOOT, A. B., Professor of Latin.
 GEORGE WILLIAM COOK, A. M., LL. M., Professor Commercial Law and International Law.
 EDWARD L. PARKS, A. M., D. D., Professor of Social Science.
 RICHARD M. SCHUH, A. M., Ph. D., Professor of Biology and Geology.
 HERBERT C. SCURLOCK, A. B., M. D., Professor of Chemistry.
 PERRY B. PERKINS, A. M., Ph. D., Professor of Physics.
 ELIZABETH A. COOK, Instructor in French and Spanish.
 ALFRED H. F. SCHMIDT, A. M., Acting Professor of German.
 ERNEST E. JUST, A. B., Assistant Professor of Biology.
 CHARLES S. SYPHAX, A. B., LL. M., Assistant Professor of Mathematics.



Buildings—Howard University

HOWARD UNIVERSITY

DEPARTMENTS

WILBUR P. THIRKIELD, D. D., LL. D., PRESIDENT

Academic

COLLEGE OF ARTS AND SCIENCES, Kelly Miller, A. M.,
Dean.

TEACHERS COLLEGE, Lewis B. Moore, A. M., Ph. D.,
Dean.

THE ACADEMY, George J. Cummings, A. M., Dean.

COMMERCIAL COLLEGE, George Wm. Cook,
A. M., LL. M., Dean.

Professional

SCHOOL OF THEOLOGY, Isaac Clark, D. D., Dean.

SCHOOL OF MEDICINE, (Medical, Dental, and Pharma-
ceutical Colleges), Edward A. Balloch, M. D., Dean.

SCHOOL OF LAW, Benjamin F. Leighton, LL. D., Dean.

For information concerning any department address
the Dean of that Department.

study by allowing the student to anticipate one year's work in the training for his chosen profession. The group system has been adopted, which, it is believed, will remedy in large part the admitted evils of uncontrolled electives.

The Teachers College

The Teachers College is the department for the study of education and the training of teachers. The purpose is to train teachers for kindergartens, primary schools, grammar schools, high schools, academic and normal schools. It meets the demand for a high grade normal education which will train teachers in the methods now demanded by all progressive schools.

The School of Theology

The advantage to a ministerial student of getting his training in a school of theology allied to a great university and located in a great city is obvious. The University enlarges his opportunities of culture and stimulates his mind. The city opens to him the study of successful preachers and other great speakers and trains him in the best church methods, while it affords to



Avenue, South Border of Campus, leading to President's House

him many ways of securing his own support through its widely varied forms of work. The school is interdenominational and is in close relation with all the churches. Leading pastors of the city give lectures.

The Academy

For over forty years the Academy has maintained a high rank. It fits pupils for the best colleges. Its able dean, George J. Cummings, A. M. has just completed twenty-five years of service in this department.

The Commercial College

Was established in view of the increasing demand for young men and women who have had practical business education. Its object is to fit students to enter upon a business career, either as employees or as heads of independent business enterprises. The success of the department has led to the gradual enlargement of the faculty and equipment. The demand upon the department for bookkeepers and stenographers especially, is in excess of the supply.

Courses in Music

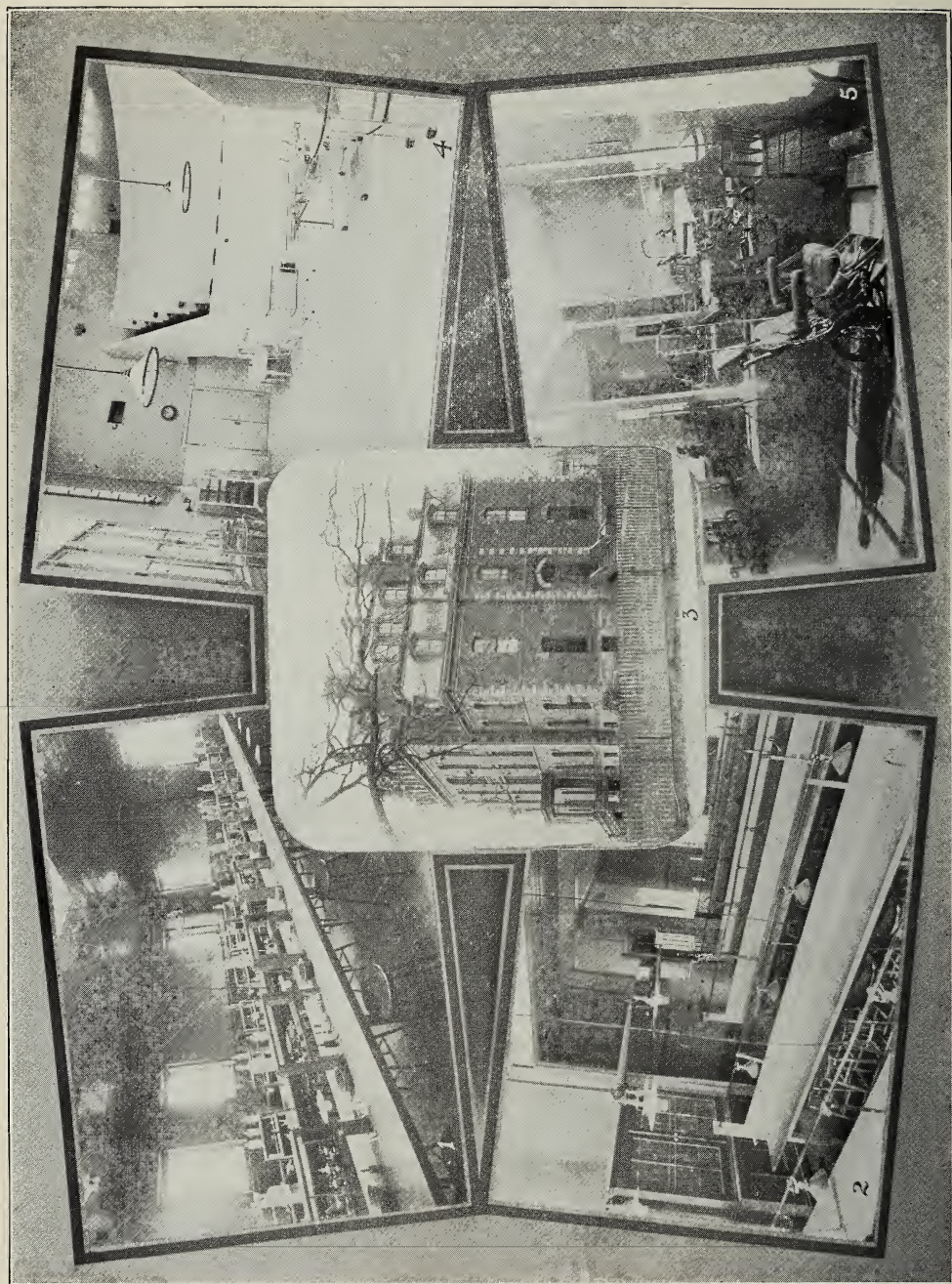
The institution offers superior advantages to students of music. Details of the courses may be found in the catalogue. Besides work in choral classes and in orchestra practice, students have the opportunity of hearing in Washington, under the finest auspices, much of the best music that America affords.

Manual Arts and Domestic Science

These courses furnish thorough equipment for those who plan to become teachers and supervisors of manual training, domestic arts and domestic science. The courses are thoroughly practical. Experimental training is given by competent instructors. The department is correlated with the courses in the Academy and in the Teachers College. The design is to prepare those who go out as teachers to give systematic practical instruction in industrial work in the academic and common schools where they may teach.

Self-Support

There are few institutions that furnish such facilities for self-help. Many in the professional schools are in the service of the government. In the other departments students have opportunities to act as clerks, messengers, waiters in hotels, boarding houses and private families. Alert, enterprising students will always find remunerative work, a bureau of employment being maintained in the Secretary's office. The spirit of self-help is characteristic of Howard University students, over four-fifths of whom earn their own way.

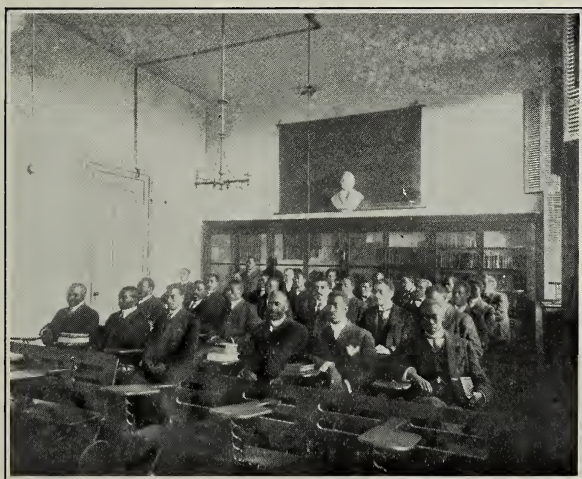


SCHOOL OF MEDICINE

1. Bacteriological Labroatory.
2. Laboratory of Histology and Pathology.
3. Buildings of the School of Medicine.
4. Operating Amphitheatre, Freedmen's Hospital, where clinics of the School of Medicine are held.
5. Dental Infirmary.



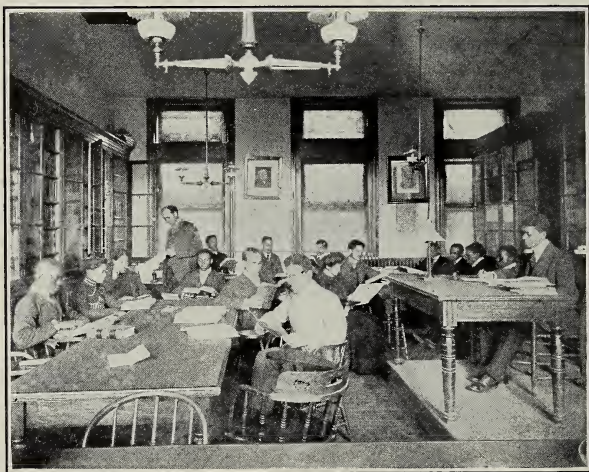
The Freedmen's Hospital, Adjoining School of Medicine, where daily Clinics are held



Group of Students—School of Theology



University Choir Entering Rankin Memorial Chapel



Library—School of Law

The School of Medicine

Howard University School of Medicine offers a faculty of fifty nine professors and instructors in Medicine, Dentistry, and Pharmacy, counting no name twice, though some professors teach in more than one department. A number of these men give their entire time to the work in the laboratories and in the lecture halls. More and more it is becoming true that a man cannot practice medicine and at the same time do the work required in a modern medical school. Laboratory work now requires men who give their entire time to this line of instruction and to original investigation.

Washington is unique in the opportunities it offers to a School of Medicine. There are men of great scientific ability who are connected with the Government, and can be secured to give a large number of hours each week to instruction in the school. A number of scientific men who have been connected with Howard University School of Medicine for over thirty years have a wide reputation in their particular fields of scientific work.

The Freedmen's Hospital is one of the best equipped in the Nation. Opportunity for practice here is sought by rising young physicians and men of large scientific ability. The daily clinic in the great amphitheatre of the Freedmen's Hospital is one of the most important features of the work in the School of Medicine. Eleven acres of the campus were ceded to the Government for the erection of this great hospital.

Howard University School of Medicine does not shrink from the demands of modern first class schools. It is meeting this year the requirements of the Association of Medical Colleges, and the standard set by the Board of Regents of the State of New York.

Some time ago the school was changed to be entirely a day school. The attendance, however, has constantly grown, increasing from 212 several years ago, to over 400. The Carnegie Foundation for the Advancement of Teaching that has been making a careful examination of the medical schools of the country, has thoroughly endorsed this school and given it a rank beyond any medical school in the District of Columbia.

The School of Law

The Law Department occupies its own building in a superior location on Fifth Street opposite Judiciary Square—a beautiful park in which are located the District Court House and the United States Pension Office. The School was organized in 1867. The present building was erected in 1892. The idea of the School of Law was conceived by Mr. William M. Evarts after whom the hall is named. For entrance, a certificate of good moral character is required. Beginning with 1911, a degree from an accredited college, or a diploma from an accredited four-year high school or academy, or an examination equivalent to this, will be required.



Avenue Leading to Entrance from Seventh Street along Howard Avenue



Rankin Memorial Chapel

The Work and Mission of Howard University

Abstracts from addresses by President Taft, Ex-President Roosevelt, The Honorable James Bryce, British Ambassador, Mr. Andrew Carnegie, Dr. Booker T. Washington and President Thirkield's Inaugural.

“This institution here is the partial repayment of a debt—only partial—to a race to which the government and the people of the United States are eternally indebted. They brought that race into this country against its will. They planted it here irretrievably. They first put it in bondage, and then they kept it in the ignorance that that bondage seemed to make necessary, under the system then in vogue. Then they freed it, and put upon it the responsibilities of citizenship. Now some sort of obligation follows that chain of facts with reference to the people who are responsible for what that government did. * * It is fitting that the government of the United States should assume the obligation of the establishment and maintenance of a first-class university for the education of colored men’ * *

“Everything that I can do as an executive in the way of helping along this University I expect to do. I expect to do it because I believe it is a debt of the people of the United States, it is an obligation of the Government of the United States, and it is money constitutionally applied to that which shall work out in the end the solution of one of the great problems that God has put upon the people of the United States.”

—President Taft

The main thing just now for the masses of the colored people is to give them a thorough and practical industrial training. But it remains true, nevertheless, that you also want a University which gives the highest instruction, such as Howard University. * * * * *

Good teachers, earnest, upright, and themselves well taught, are perhaps the greatest need of the South; especially where masses of colored people live isolated from other educative influences, you need to have the best men and women, active, vigorous men and women, with the best training which can be given them for the work of teaching among the African race in the South. Such men, along with the doctors, clergymen and lawyers, will be the natural guides of the colored people. It is through them that the masses of the Negro population may best be influenced for good and led upward. Everything you can do to provide the right kind of teachers in the schools will spring up and bear fruit and yield a hundredfold in those parts of the South where education is now most needed. * * *

—Ambassador Bryce

This institution has been devoted throughout its career to turning out men and women who should be teachers and helpers of their own people toward the higher life. * * * * *

I know of no men graduating from any college in the United States who have a heavier load of responsibility than you bear; and after all, there is no greater privilege given to any man than to have such a load to carry if he only carries it well. * * * * *

It is from this institution that are graduated those who will lead and teach their less fortunate fellows. Upon their leading and teaching much depends for their race and for their country.

—*Ex-President Roosevelt*

I have seen hundreds of libraries, (just now on the west coast I have been seeing libraries almost every day), yet, I say that I have not seen a library that excels yours in all the requirements of a library.

I did not know that you had such a grand situation. The fact of the matter is that during the last five minutes with your President, for the first time I have gained an adequate conception of this institution. I see here the nucleus for the uplifting of a great race, not merely the touching of a few students of this kind, or of that kind, but the uplifting of a race. I have seen Tuskegee, I have seen Hampton, and the work they are doing is marvelous. You not only give to the Negro ordinary practical education, but you give him a standard which I am told is equal to that of white universities which the Carnegie Foundation thinks should be admitted to participate in the pension fund of that institution. * * * * *

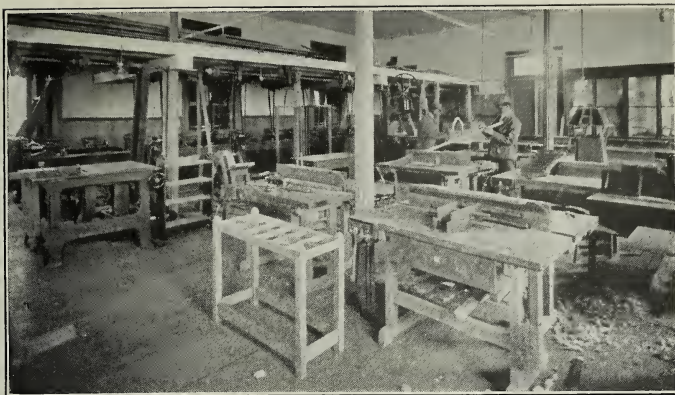
—*Mr. Andrew Carnegie*

For all these reasons, it is very important that the white people throughout this country should realize the work that Howard University is doing in sending out these Negro doctors. * * I believe the time has come when the public men of this country are going to realize the tremendous importance of this work that is being done in this Medical School and that in the nearer future we shall have here one of the largest and best equipped of any buildings in this country. We must have that.

—*Dr. Booker T. Washington*

While we make strong plea for the higher education, we believe with President King, in his great inaugural, that "nothing justifies the extraordinary emphasis on the intellectual as the one aim of education." The end of education is not simply smartness, but character, moral virility, goodness, usefulness. The aim shall be scholarship, not for its own sake, or for the sake of mere personal gain, but for scholarship held in trust for the sake of the human race and for the quickening and uplifting of national life. Manhood, along with scholarship; character, through culture, is the goal. With search for truth shall be joined reverence for duty; with knowledge of rights, the spirit of consecration to duty and to manly, unselfish service in the rough, hard work of life * * * * *

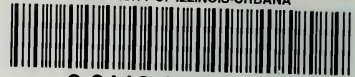
—*President Wilbur P. Thirkield*



Manual Arts--Wood Working--Academy and Teachers College



Class in Domestic Science--Academy and Teachers College



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